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ABSTRACT

An external audit of East Los Angeles College's Extended Opportunity Programs and Services (EOPS) Program brought the inadequacies of the planning and evaluation model currently utilized for developmental programs to the attention of academic planners. In response to this, a two-level decision-making model was developed to aid in identifying and implementing promising innovative programs. First, a campus-wide evaluation team was organized. The California Evaluation Improvement Project's guidelines for program evaluation were adopted as the evaluation procedure for every developmental program on campus. In addition to a written evaluation plan for each developmental program, a goal attainment scaling chart was constructed for each program. This chart, level one of the decision-making model, establishes priorities and weights for the program goals and objectives and relates program goals to client needs and institutional goals. The second level of the model is a flow chart that carries the decision makers through the consideration of 14 fundamental questions and the related steps required to answer them. The flow chart is included, and a bibliography of suggested references for educational program evaluation and audit is appended. (Author/NHM)

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A Decision Making Model to Identify and Install Promising College Programs

By using a data inclusive Bayesian method, this Decision Making Model provides a blueprint for developing and sustaining a program evaluation process that identifies promising programs and helps install them as part of the regular college program.

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This paper is a joint contribution of the Division of Program Evaluation, Research, and Pupil Services of the Office of the Los Angeles County Superintendent of Schools and the Management and Staff Team of the EOP&S Program of East Los Angeles College with the above two people acting as authors.

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The authors would also like to acknowledge professionals who participated directly in the planning and implementation of the evaluation and audit of the EOP&S Program at East Los Angeles College. These professionals fall into two categories: East Los Angeles College personnel and Los Angeles County Education Center personnel.

East Los Angeles College Personnel:

Dr. Armando M. Rodriguez, President
Mr. Robert Pilling, Associate Dean for Admissions & Records

All other members of the EOP&S program management team:

Financial Aids Officer
Dean of Instruction
EOP&S Program Director
Supervisor of Counselor Aides
Job Placement Coordinator
Director of the Learning Center

FOREWORD

The principal author of this paper is Mr. Kevin Galvin. Kevin is currently President of the Southern California Community College Institutional Research Association. During his development of the comprehensive two-level Decision Making Model described in this paper, Kevin was serving as both Director of Institutional Research at East Los Angeles College and as Internal Evaluator of the College's EOP&S Program.

In response to a request from East Los Angeles College for evaluation planning and program audit services, two consultants, Dr. Jerry Olson and Dr. Don Kester, from the Office of the Los Angeles County Superintendent of Schools were assigned to assist Mr. Galvin and others with plans for the evaluation and audit of the EOP&S Program. Dr. Olson provided consultant assistance during the evaluation planning phase when the evaluation design (including the program objectives, the management plan, and timeline) was finalized. Dr. Kester provided consultant assistance during the 1974-75 academic year when he acted as the external auditor of the EOP&S Program.

Since the Decision Making Model Mr. Galvin created was developed within the context of the evaluation and audit process of the EOP&S Program, it is appropriate that that context is presented next in this paper before the actual Decision Making Model.

SECTION I: CONTEXT

PART A: The Three Evaluation Services Offered by the Los Angeles County Office

Three evaluation services have evolved in the Los Angeles County Office. These services offered through the Division of Program Evaluation, Research, and Pupil Services are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluation Assistance. These three services are defined as follows:

I. Educational Program Evaluation Planning Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

II. Educational Program Audit Assistance

Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

III. Direct Evaluator Assistance

An evaluator at a local educational agency may elect to receive Direct Evaluator Assistance in the area of research and technical support including statistical data analysis, data synthesis, and evaluation report writing and interpretation.

PART B: The Two Evaluation Services Requested by the Management Staff at East Los Angeles College

Of the three evaluation services mentioned above and offered free of charge to all community college and school district staff in Los Angeles County, the management staff of East Los Angeles College requested the first two services: (1) Educational Program Evaluation Planning Assistance, and (2) Educational Program Audit Assistance. As alluded to earlier, Dr. Jerry Olson worked with Mr. Kevin Galvin and others during the program evaluation planning phase which took place during the spring of 1974, and Dr. Don Kester worked with Mr. Kevin Galvin and others during the internal evaluation and external audit phase which took place during the 1974-75 academic year.

Since program audits are not very common at the community college level, some background information on the audit process may be helpful to the better understanding of the context within which the Decision Making Model was created (however, if the reader desires to skip ahead to the Decision Making Model, the discussion of that model begins on page 11 of this paper).

PART C: A Closer Look at the Audit Process

Appreciation is expressed to Dr. Jean Wiener for her approach and major contribution to the development of these questions and answers on the program audit process.

WHY HAVE AN AUDIT? WHAT MIGHT RESULT FROM IT?

1. The identification of clearer definitions of program personnel responsibilities.

2. The gathering of needed baseline data on the level of success of an educational program.

3. The determination of test scoring discrepancies.

4. The identification of model or "turnkey" programs which deserve to be developed and expanded.

5. The identification of areas of inservice training.

6. The enhancing of credibility for the program and for the local educational agency.

WHAT ARE THE PROFESSIONAL ROLES OF THE EDUCATIONAL PROGRAM AUDITOR?

The educational program auditor brings a relatively new professional role to education. He serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation of an educational program.

THE AUDITOR IS:

1. Independent from the program to be audited.

2. A reviewer and not a decision maker.

3. A reporter and an observer.

4. A professional who exercises care and integrity in performing the audit examination and in preparing audit reports.

5. Equipped to innovate within his own profession and to encourage reforms in the schools.

WHAT ARE THE STAGES IN THE AUDIT PROCESS?

STEP A: Optional Pre-Audit Assistance:
Educational Program Evaluation Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

Step 1 - Orientation

Orientation sessions to the audit may be conducted for local educational agency personnel.

Step 2 - Review of the Total Program

The product and process objectives, the evaluation specifications, the design management plan, time frame, and related documentation are reviewed to ensure the auditability of the program.

Step 3 - Development of the Audit Plan

The audit plan is a planning and operational control document for the auditor and a quality and management control document for both the local program director and the local program evaluator. This plan indicates the techniques, schedules, processes, and procedures which the auditor will use in judging the adequacy of the evaluation process and in verifying the evaluation findings. One method of random sampling frequently used is matrix sampling.

Step 4 - The Audit Contract

The audit contract is a written agreement between the local education agency and the Los Angeles County Superintendent of Schools Office. The purpose of the contract is to make explicit the conditions of the audit agreement. One section, for example, is the Assurance of Confidentiality section.

Step 5 - On-Site Visit(s)

Typically, the auditor makes one announced on-site visit and one unannounced on-site visit. During on-site visits, the auditor collects firsthand data as identified in the audit plan and for the purpose of ascertaining the degree of attainment of process objectives.

Step 6 - Interim and Final Audit Reports

Typically, the auditor presents an interim report following each on-site visit and a final audit report following the receipt of the final evaluation report. The final audit report is presented to the program evaluator, program director, and superintendent, usually within twenty working days of receipt of the final evaluation report. All of the reports are confidential and presented to only the program evaluator, program director, and superintendent.

Step 7 - Exit Interview and Local Educational Agency Evaluation of the Educational Program Audit Service they have Received

It is recognized that the audit process should itself be evaluated by those who receive the service.

CAN LOCAL EVALUATORS RECEIVE ASSISTANCE?

Yes. Should a local evaluator of a program which is being audited desire consultant assistance in the development of an evaluation management plan, statistical data analysis, data synthesis, evaluation report writing or interpretation he initiates a request for assistance.

CAN PROGRAM OBJECTIVES BE REVISED?

Yes, upon agreement between the local program personnel and the auditor.

WHAT AUDIT TRAIL DOCUMENTS SHOULD PROGRAM PERSONNEL KEEP?

In order to do the job of verifying the evaluation of an educational program, the auditor must have direct access to firsthand evaluation data; therefore, all evaluation trail documents should be kept, particularly those measures used by the evaluator to determine whether or not each program objective has been attained. Evaluation trail documents often used are test booklets and answer sheets, pre to post tests, or post tests only, summary sheets, levels mastered on criterion referenced tests, and attendance rosters for inservice staff meetings.

SECTION 2: SPECIFIC BACKGROUND BEHIND THE DEVELOPMENT OF THE COMPREHENSIVE DECISION MAKING MODEL

PART A: Emergent Problems and Discovered Solutions

As a result of the program audit process, East Los Angeles College developed a program evaluation and decision making model to assist developmental programs on campus. In fact, it was possible to develop the two-level decision making model only after the proper climate for evaluation had developed. The proper climate was itself derived from the experiences in connection with the audit and evaluation models.

Like most community colleges, East Los Angeles College was developing a large number of innovative programs each year but few of these programs became institutionalized after their development stage was completed. In part, this was the result of inadequate program planning and evaluation procedures. Basically, although program planning was initiated as a result of local needs (needs assessment) program evaluation was designed to meet the demands of external funding agencies. Developmental programs were suffering from two related ailments: (1) Developmental program goals and objectives were directed outward toward external funding agencies. Thus, developmental program goals were not integrated into the institutional planning process; and (2) program evaluation was likewise directed outward toward the funding agency and was not surfacing information which would assist academic planners in making a decision to institutionalize developmental programs.

The Los Angeles County audit of our EOP&S Program brought to the attention of academic planners at East Los Angeles College the inadequacies of the planning and evaluation model in use. Moreover, the high visibility of the program evaluation and audit of the EOP&S Program served to reduce anxiety over program evaluation while creating a demand for a uniform institutional policy on program evaluation and related decision making model. Based on our problematic experiences with the EOP&S Program audit, the following steps toward solution were taken:

1. A campus-wide evaluation team was organized.

2. The California Evaluation Improvement Project's guidelines for program evaluation were adopted as the evaluation procedure for every developmental program on campus.

3. In addition to a written evaluation plan for each developmental program, a goal attainment scaling chart was constructed for each program. The goal attainment scaling chart, level one of the decision making model, establishes priorites and weights for the program goals and objectives and relates program goals to client needs and institutional goals. (When possible this document will also include cost benefit analysis procedures for each specific measurable objective.)

PART B: The Evaluation Team

The mission of the evaluation team was expressed along the three dimensions of goals, process, and staff. The descriptors within each of these three dimensions are shown below in Display 1.

Display 1: Descriptors for the Goals, Process, and Staff of the Newly Created Campus-Wide Evaluation Team

GOALS

1. Help managers to set up an efficient "management system"
2. Help managers to set up an effective "communication system"
3. Evaluate specially funded programs for funding agency
4. Monitor specially funded programs for East Los Angeles College
5. Give evaluation input to proposals
6. Assist specially funded programs in reporting
7. Give technical assistance in evaluation

PROCESS

1. Supportive/non-punitive
2. Written document--jointly agreed to
3. Institutionalization plan
   East Los Angeles College value(s) of project
   Revise/review regularly
4. Joint communication to Dean and project Director (confidential)
5. Supportive assistance to project Director to develop "evaluation plan"
6. Involvement of each division

STAFF

1. Dean's level committee / chaired by Research and Evaluation
2. Tailor committee to meet each situation (pool of evaluators)
3. Faculty representation when possible
4. Affected parties should be invited to participate
5. Outside assistance should be available when needed

PART C: Adopted Guidelines for Program Evaluation

As mentioned earlier, the guidelines for program evaluation as published by the California Evaluation Improvement Project (C.E.I.P.) were adopted campus wide at East Los Angeles College. Those guidelines divide the evaluation process into "Plan the Evaluation," "Conduct the Evaluation," and "Use the Results." These general action areas are broken down more specifically as shown in Tables 1 and 2 below.

Table 1: General Overview of the Evaluation Process

THE EVALUATION PROCESS

- DETERMINE EVALUATION PURPOSE & REQUIREMENTS
- DETERMINE EVALUATION PLAN & PROCEDURES
- OBTAIN ASSESSMENT TOOLS

- COLLECT DATA
- ANALYZE DATA

- REPORT RESULTS
- APPLY EVALUATION FINDINGS

Table 2: A More Specific Overview of the Evaluation Process

Evaluation Model

PLAN THE EVALUATION			CONDUCT THE EVALUATION		USE THE EVALUATION DATA	
1.0 DETERMINE EVALUATION PURPOSE & REQUIREMENTS	2.0 DETERMINE EVALUATION PLAN & PROCEDURES	3.0 OBTAIN EVALUATION TOOLS	4.0 COLLECT DATA	5.0 ANALYZE DATA	6.0 REPORT RESULTS	7.0 APPLY EVALUATION FINDINGS
1.1 Select the evaluator	2.1 Determine evaluation treatment design(s)	3.1 Select evaluation tools to be used	4.1 Identify data collection personnel	5.1 Score instruments	6.1 Synthesize data	7.1 Review findings & recommendations
1.2 Review learner needs program goals and program solution(s)	2.2 Identify assessment tools appropriate for objectives	3.2 Borrow tools from identified non-commercial sources	4.2 Train data collection personnel	5.2 Categorize data	6.2 Prepare conclusions	7.2 Prioritize recommendations to be implemented
1.3 Determine program objectives to evaluate	2.3 Develop data collection procedures	3.3 Buy tools from commercial sources	4.3 Distribute evaluation tools	5.3 Code data	6.3 Make recommendation	7.3 Make necessary action decisions
1.4 Define the purpose of the evaluation	2.4 Determine techniques of data analysis	3.4 Adapt existing tools if required	4.4 Apply evaluation tools	5.4 Review raw data	6.4 Review identified population(s) to receive report	7.4 Develop implementation plan
1.5 Identify who will be using the evaluation data	2.5 Develop plan for processing data	3.5 Make tools where none exist		5.5 Apply selected analysis techniques	6.5 Identify type & amount of evaluation information to be reported	7.5 Implement recommendations
1.6 Determine how the evaluation information is to be used	2.6 Develop reporting plan			5.6 Summarize data	6.6 Determine reporting format	7.6 Revise evaluation plan as required
1.7 Identify other evaluation requirements	2.7 Determine required resources			5.7 Interpret summarized data	6.7 Prepare reports	
1.8 Identify preliminary resources and constraints	2.8 Develop timeline for evaluation activities				6.8 Disseminate Information	
1.9 Obtain precommitments on use of data for decision making	2.9 Obtain approvals and commitments for evaluation plan					
	2.10 Revise evaluation plan if necessary					

California Evaluation Improvement Project
Southern Development Center, AIM

SECTION 3: THE TWO-LEVEL COMPREHENSIVE DECISION MAKING MODEL FOR CONTINUOUS PROGRAM EVALUATION AND THE INSTITUTIONALIZATION OF PROMISING PROGRAMS

PART A: Level One of the Decision Making Model

Level one of this model is a decision-theoretic approach to the planning and evaluation process. It is an integrated level which proceeds from the research plan to the evaluation/decision process.

A matrix is generated as part of the multi-attribute utility planning process. All values are rank ordered and importance weighted in the matrix. The rows of the matrix consist of programs, sub programs, and so forth--the entities being evaluated. In each cell of the matrix, there is a probability judgment, i.e., on a scale of minimum to maximum likelihood, the extent to which program one is likely to maximize value A, etc. In the planning stage, this probability judgment has been made using all the available data on the program. Where programs do not exist, and are potential new options, these judgments are no more than subjective hunches.

In the evaluation process, data are gathered through either experimental or non-experimental means and, with a Bayesian statistical approach, are used to revise the prior probability distribution into posterior probability distributions. The Bayesian approach is a data-inclusive system, so that data of many kinds can be used. Within each cell, there are a number of specific hypotheses of the decision-makers, all of which require evaluation data so that they can be realistically revised. This is shown in flow chart form in Table 3 below.

Table 3: Level One of the Comprehensive Decision Making Model (page 1 or 3 pages)

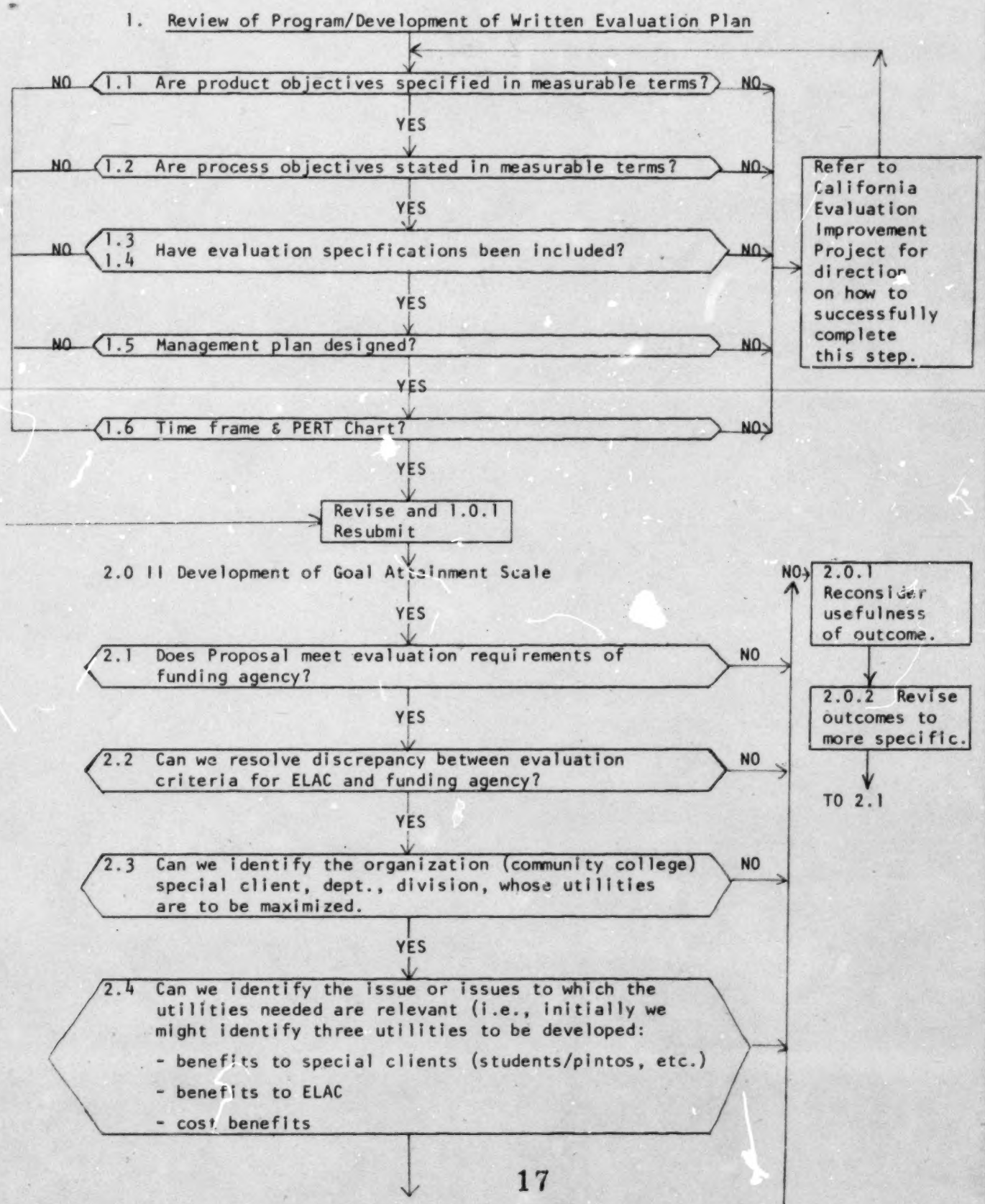

1. Review of Program/Development of Written Evaluation Plan
1.1 Are product objectives specified in measurable terms?
1.2 Are process objectives stated in measurable terms?
1.3 1.4 Have evaluation specifications been included?
1.5 Management plan designed?
1.6 Time frame & PERT Chart?
NO
YES
Refer to California Evaluation Improvement Project for direction on how to successfully complete this step.
Revise and 1.0.1 Resubmit
2.0 II Development of Goal Attainment Scale
2.1 Does Proposal meet evaluation requirements of funding agency?
2.2 Can we resolve discrepancy between evaluation criteria for ELAC and funding agency?
2.3 Can we identify the organization (community college) special client, dept., division, whose utilities are to be maximized.
2.4 Can we identify the issue or issues to which the utilities needed are relevant (i.e., initially we might identify three utilities to be developed:
- benefits to special clients (students/pintos, etc.)
- benefits to ELAC
- cost benefits
2.0.1 Reconsider usefulness of outcome.
2.0.2 Revise outcomes to more specific.
TO 2.1

Table 3: Level One of the Comprehensive Decision Making Model (page 2 of 3 pages)

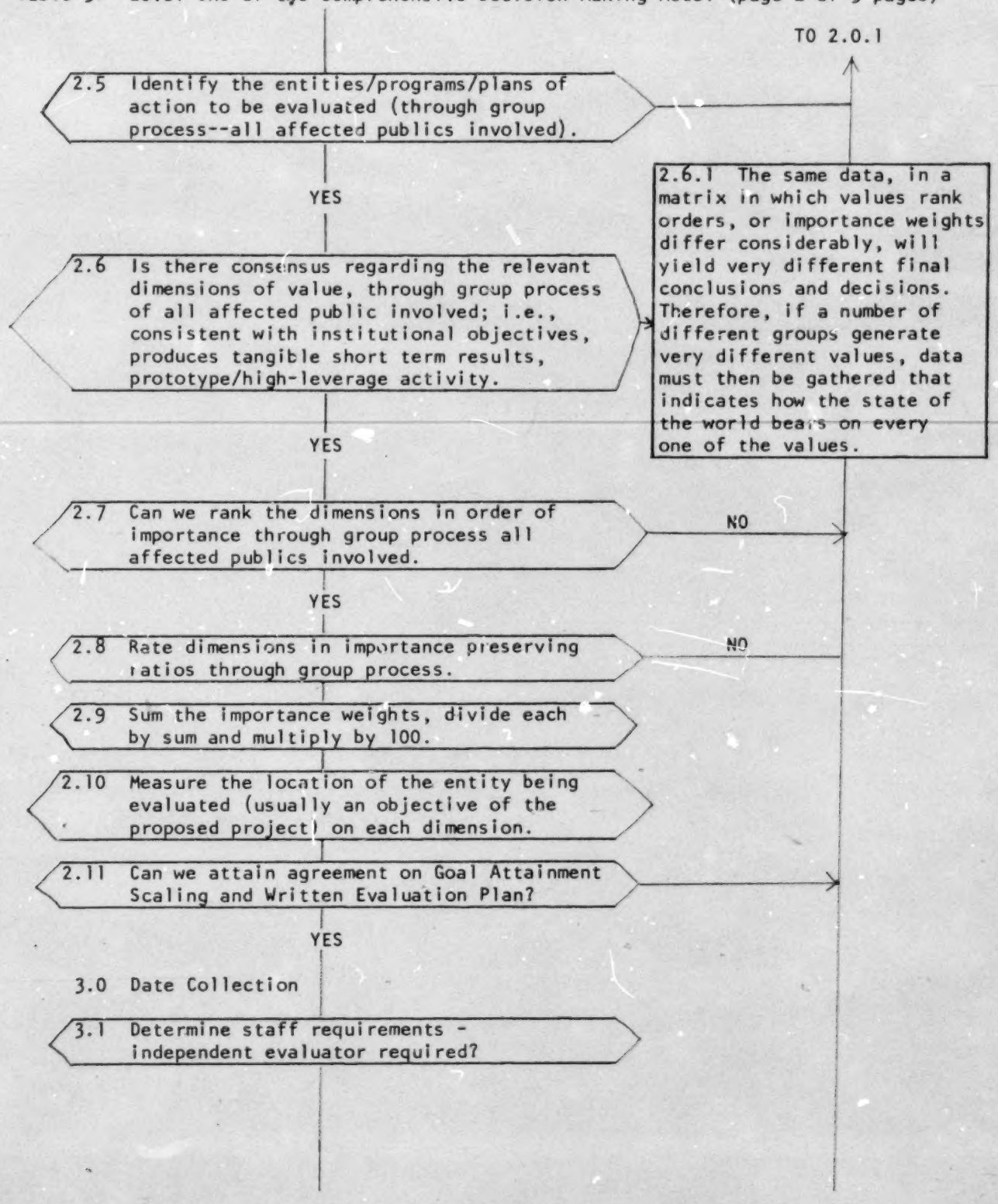
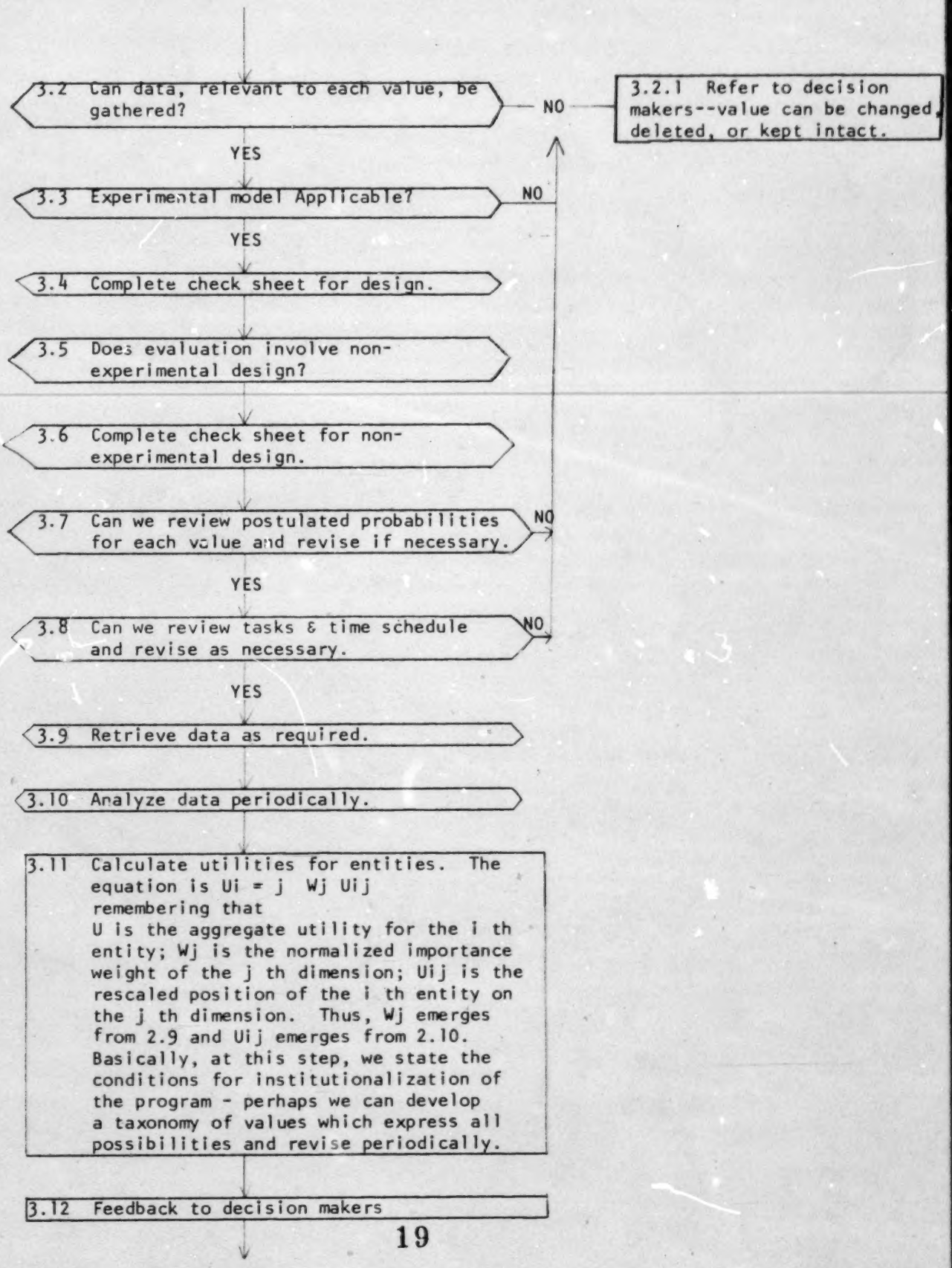

TO 2.0.1
2.5 Identify the entities/programs/plans of action to be evaluated (through group process--all affected publics involved).
YES
2.6 Is there consensus regarding the relevant dimensions of value, through group process of all affected public involved; i.e., consistent with institutional objectives, produces tangible short term results, prototype/high-leverage activity.
2.6.1 The same data, in a matrix in which values rank orders, or importance weights differ considerably, will yield very different final conclusions and decisions. Therefore, if a number of different groups generate very different values, data must then be gathered that indicates how the state of the world bears on every one of the values.
YES
2.7 Can we rank the dimensions in order of importance through group process all affected publics involved.
NO
YES
2.8 Rate dimensions in importance preserving ratios through group process.
NO
2.9 Sum the importance weights, divide each by sum and multiply by 100.
2.10 Measure the location of the entity being evaluated (usually an objective of the proposed project) on each dimension.
2.11 Can we attain agreement on Goal Attainment Scaling and Written Evaluation Plan?
YES
3.0 Date Collection
3.1 Determine staff requirements - independent evaluator required?

Table 3: Level One of the Comprehensive Decision Making Model (page 3 of 3 pages)


3.2 Can data, relevant to each value, be gathered?
NO
3.2.1 Refer to decision makers--value can be changed, deleted, or kept intact.
YES
3.3 Experimental model Applicable?
NO
YES
3.4 Complete check sheet for design.
3.5 Does evaluation involve non-experimental design?
3.6 Complete check sheet for non-experimental design.
3.7 Can we review postulated probabilities for each value and revise if necessary.
NO
YES
3.8 Can we review tasks & time schedule and revise as necessary.
NO
YES
3.9 Retrieve data as required.
3.10 Analyze data periodically.
3.11 Calculate utilities for entities. The equation is Ui = j Wj Uij remembering that U is the aggregate utility for the i th entity; Wj is the normalized importance weight of the j th dimension; Uij is the rescaled position of the i th entity on the j th dimension. Thus, Wj emerges from 2.9 and Uij emerges from 2.10. Basically, at this step, we state the conditions for institutionalization of the program - perhaps we can develop a taxonomy of values which express all possibilities and revise periodically.
3.12 Feedback to decision makers

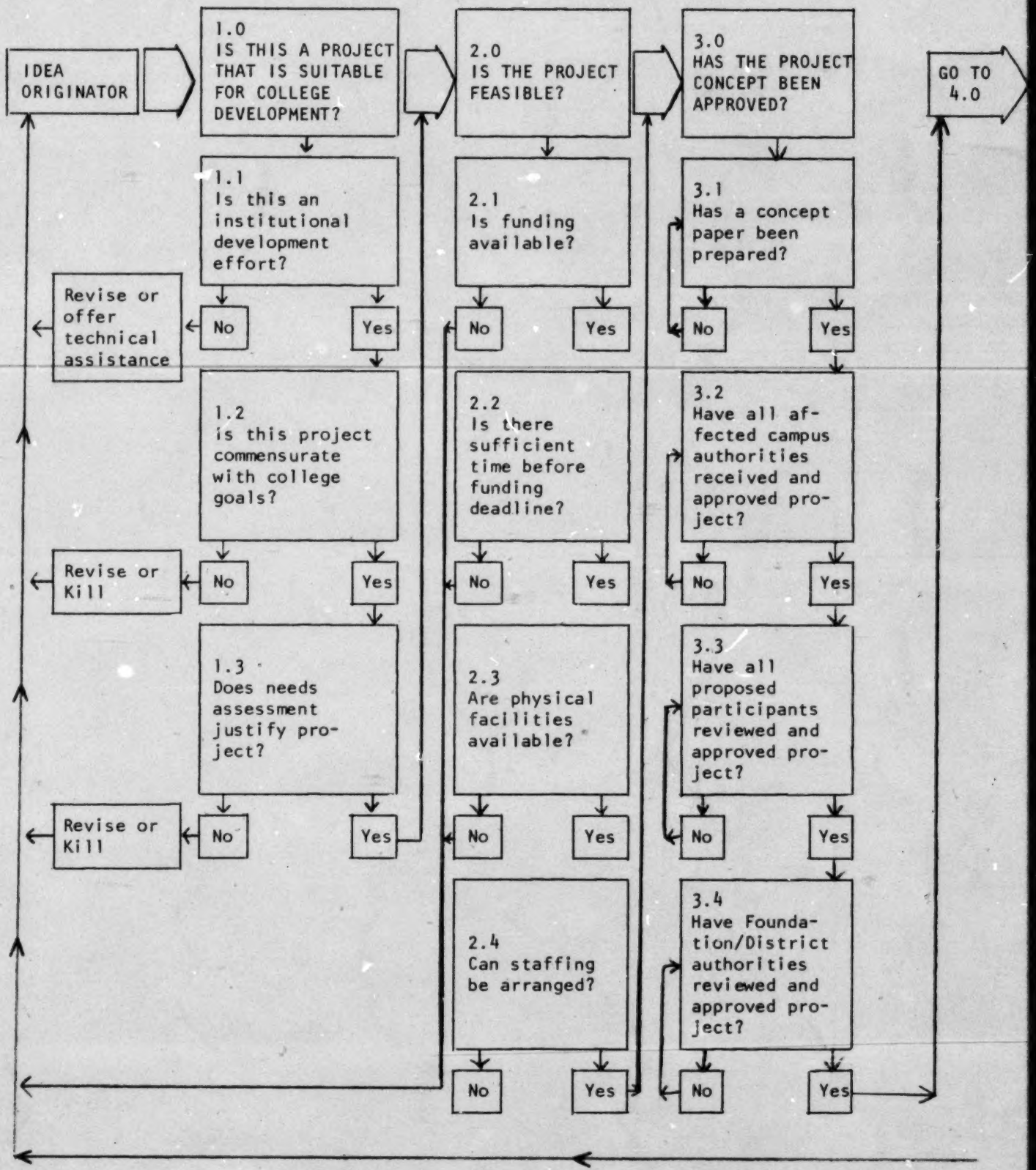
PART B: Level Two of the Decision Making Model for Sustained Program Evaluation and the Institutionalization of Promising Programs

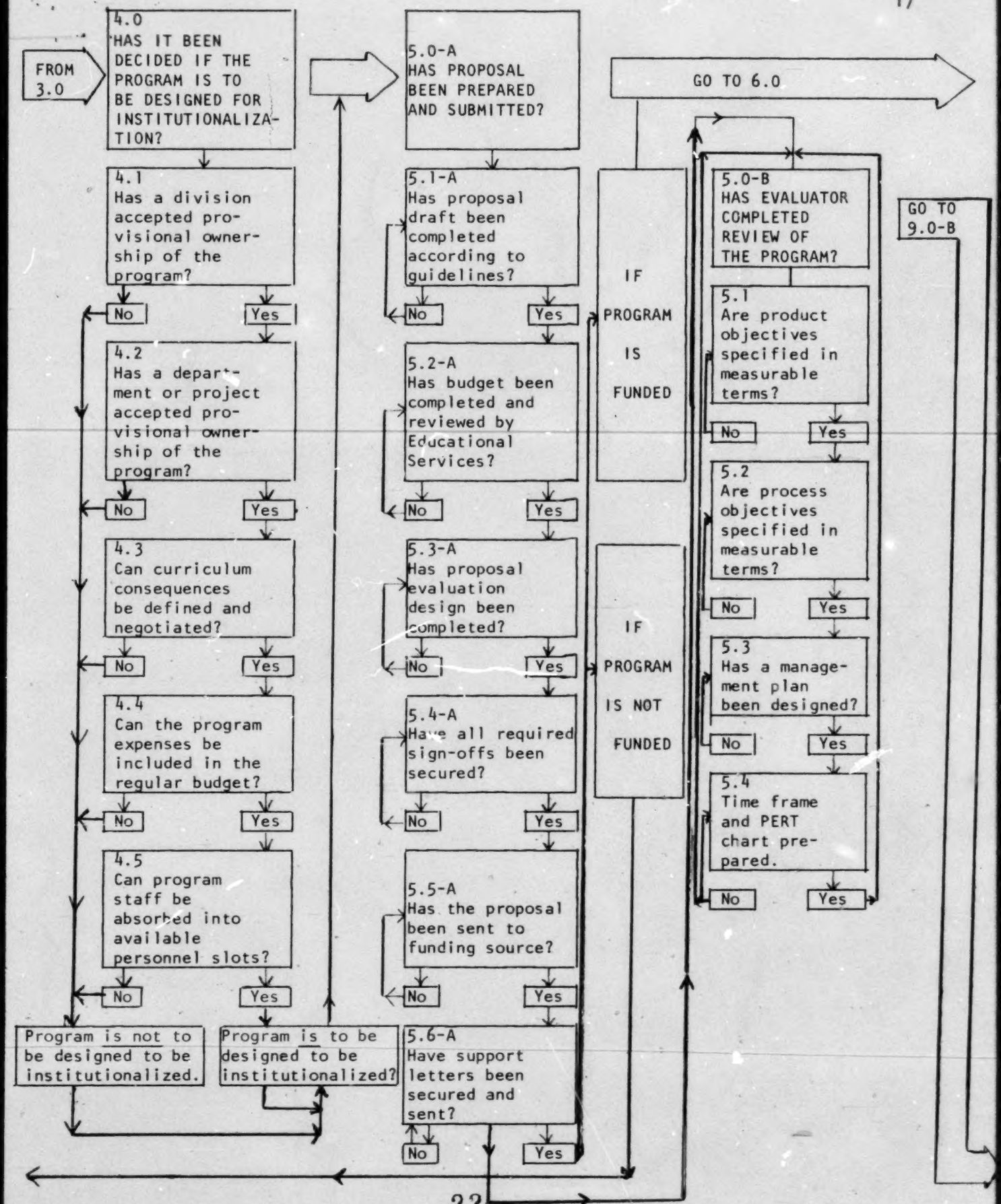
This level of the model is presented in a flow chart form that carries the decision makers through the consideration of the following fourteen fundamental questions and related steps required to answer them. The fourteen basic questions are as follows:

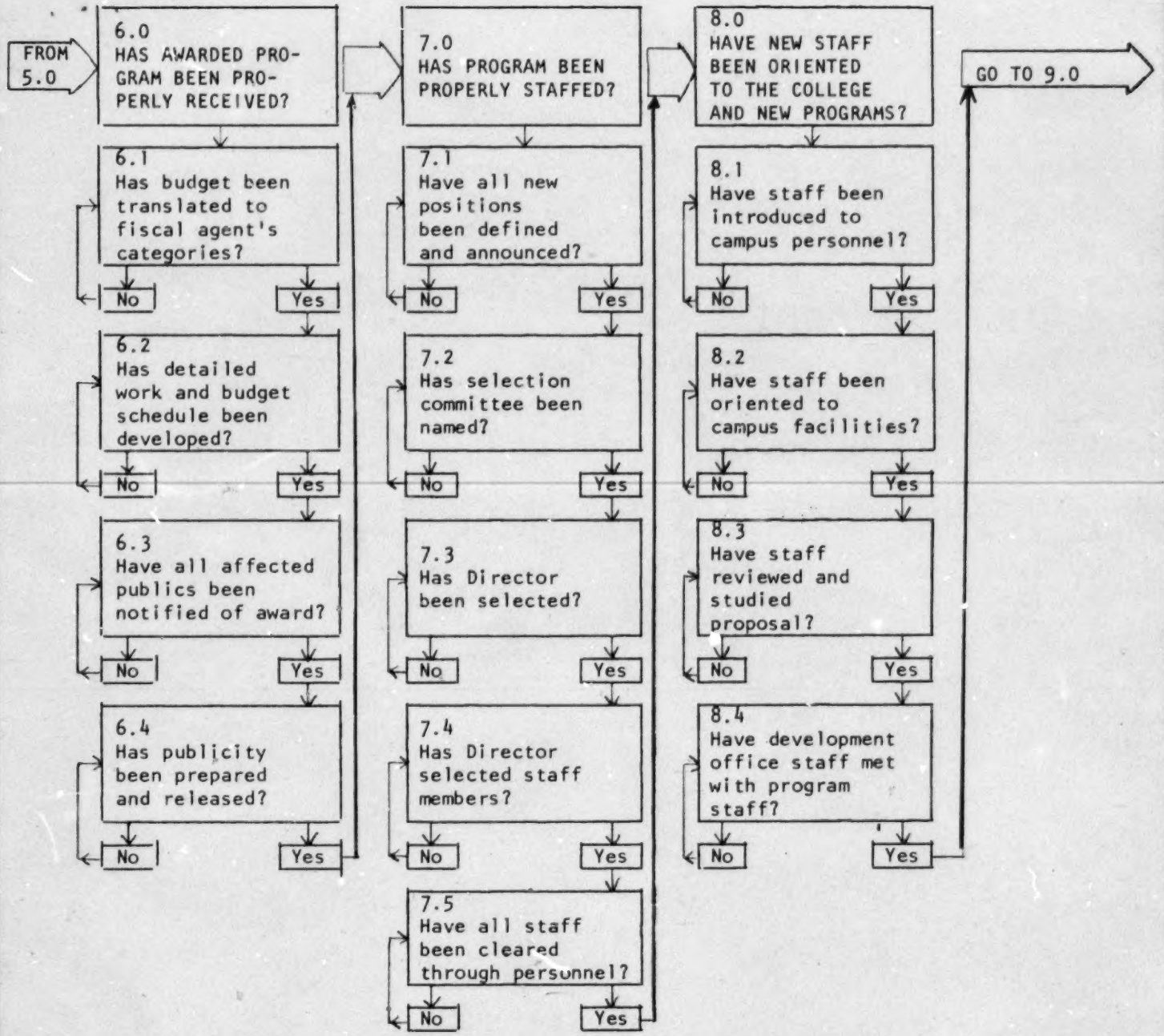
1. Is this a project that is suitable for college development?
2. Is the project feasible?
3. Has the project concept been approved?
4. Has it been decided if the program is to be designed for institutionalization?
5. Has the proposal been prepared and submitted?
6. Has awarded program been properly received?
7. Has program been properly staffed?
8. Have new staff been orientated to the college and new program?
9. Has evaluation design been finalized?
10. Has division of labor been determined?
11. Is evaluation in progress?
12. Do feedback data indicate feasibility of program insititutionalization if so desired?
13. Has program been properly disengaged from development?
14. Has development put into operation those precedures to sustain the disengaged program?

The decision points necessary to the answering of the fourteen basic questions are shown in Table 4. Each necessary decision point is shown below its respective basic question. The fourteen basic questions are shown at the top of the page and read from left to right.

DECISION MAKING CHART

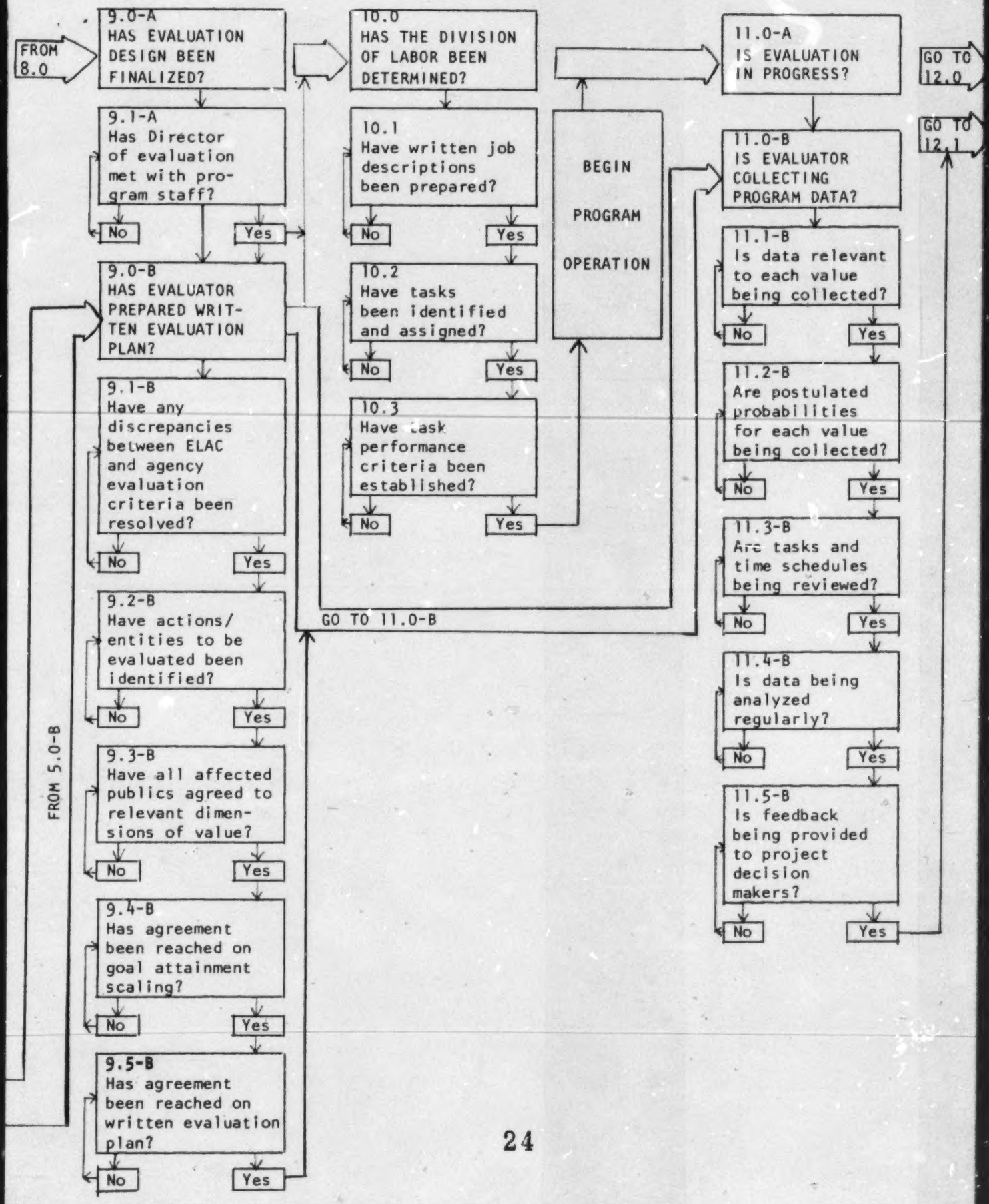


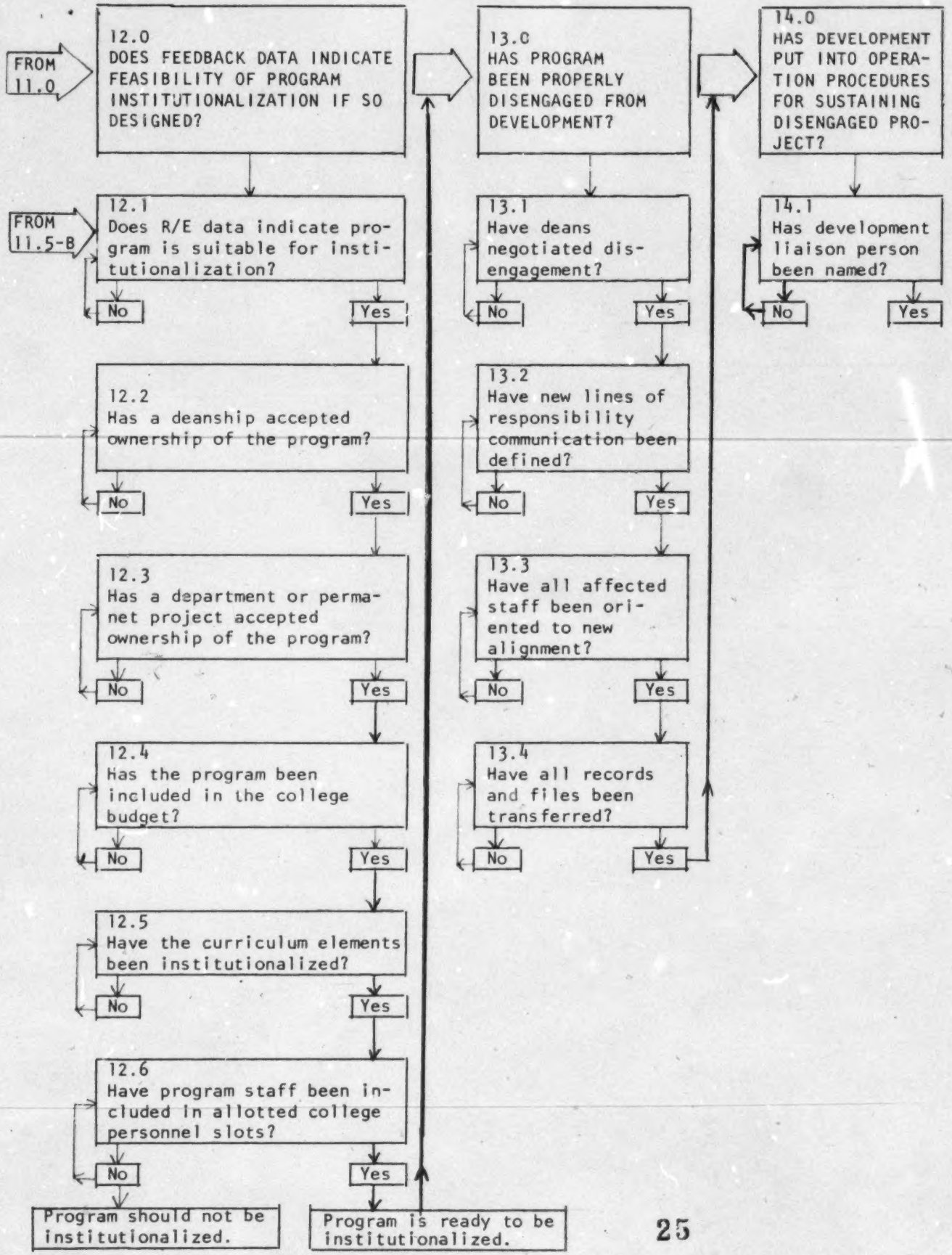

FROM 3.0
4.0 HAS IT BEEN DECIDED IF THE PROGRAM IS TO BE DESIGNED FOR INSTITUTIONALIZATION?
4.1 Has a division accepted provisional ownership of the program?
No
Yes
4.2 Has a department or project accepted provisional ownership of the program?
No
Yes
4.3 Can curriculum consequences be defined and negotiated?
No
Yes
4.4 Can the program expenses be included in the regular budget?
No
Yes
4.5 Can program staff be absorbed into available personnel slots?
No
Yes
Program is not to be designed to be institutionalized.
Program is to be designed to be institutionalized?
5.0-A HAS PROPOSAL BEEN PREPARED AND SUBMITTED?
5.1-A Has proposal draft been completed according to guidelines?
No
Yes
5.2-A Has budget been completed and reviewed by Educational Services?
No
Yes
5.3-A Has proposal evaluation design been completed?
No
Yes
5.4-A Have all required sign-offs been secured?
No
Yes
5.5-A Has the proposal been sent to funding source?
No
Yes
5.6-A Have support letters been secured and sent?
No
Yes
IF PROGRAM IS FUNDED
IF PROGRAM IS NOT FUNDED
GO TO 6.0
5.0-B HAS EVALUATOR COMPLETED REVIEW OF THE PROGRAM?
5.1 Are product objectives specified in measurable terms?
No
Yes
5.2 Are process objectives specified in measurable terms?
No
Yes
5.3 Has a management plan been designed?
No
Yes
5.4 Time frame and PERT chart prepared.
No
Yes
GO TO 9.0-B


FROM 5.0
6.0 HAS AWARDED PROGRAM BEEN PROPERLY RECEIVED?
6.1 Has budget been translated to fiscal agent's categories?
6.2 Has detailed work and budget schedule been developed?
6.3 Have all affected publics been notified of award?
6.4 Has publicity been prepared and released?
7.0 HAS PROGRAM BEEN PROPERLY STAFFED?
7.1 Have all new positions been defined and announced?
7.2 Has selection committee been named?
7.3 Has Director been selected?
7.4 Has Director selected staff members?
7.5 Have all staff been cleared through personnel?
8.0 HAVE NEW STAFF BEEN ORIENTED TO THE COLLEGE AND NEW PROGRAMS?
8.1 Have staff been introduced to campus personnel?
8.2 Have staff been oriented to campus facilities?
8.3 Have staff reviewed and studied proposal?
8.4 Have development office staff met with program staff?
GO TO 9.0
No
Yes

FROM 5.0-B

GO TO 9.0-B


FROM 8.0
9.0-A HAS EVALUATION DESIGN BEEN FINALIZED?
9.1-A Has Director of evaluation met with program staff?
No
Yes
9.0-B HAS EVALUATOR PREPARED WRITTEN EVALUATION PLAN?
9.1-B Have any discrepancies between ELAC and agency evaluation criteria been resolved?
No
Yes
9.2-B Have actions/ entities to be evaluated been identified?
No
Yes
9.3-B Have all affected publics agreed to relevant dimensions of value?
No
Yes
9.4-B Has agreement been reached on goal attainment scaling?
No
Yes
9.5-B Has agreement been reached on written evaluation plan?
No
Yes
FROM 5.0-B
10.0 HAS THE DIVISION OF LABOR BEEN DETERMINED?
10.1 Have written job descriptions been prepared?
No
Yes
10.2 Have tasks been identified and assigned?
No
Yes
10.3 Have task performance criteria been established?
No
Yes
BEGIN PROGRAM OPERATION
GO TO 11.0-B
11.0-A IS EVALUATION IN PROGRESS?
GO TO 12.0
11.0-B IS EVALUATOR COLLECTING PROGRAM DATA?
GO TO 12.1
11.1-B Is data relevant to each value being collected?
No
Yes
11.2-B Are postulated probabilities for each value being collected?
No
Yes
11.3-B Are tasks and time schedules being reviewed?
No
Yes
11.4-B Is data being analyzed regularly?
No
Yes
11.5-B Is feedback being provided to project decision makers?
No
Yes


FROM 11.0
12.0 DOES FEEDBACK DATA INDICATE FEASIBILITY OF PROGRAM INSTITUTIONALIZATION IF SO DESIGNED?
FROM 11.5-B
12.1 Does R/E data indicate program is suitable for institutionalization?
No
Yes
12.2 Has a deanship accepted ownership of the program?
No
Yes
12.3 Has a department or permanet project accepted ownership of the program?
No
Yes
12.4 Has the program been included in the college budget?
No
Yes
12.5 Have the curriculum elements been institutionalized?
No
Yes
12.6 Have program staff been included in allotted college personnel slots?
No
Yes
Program should not be institutionalized.
Program is ready to be institutionalized.
13.0 HAS PROGRAM BEEN PROPERLY DISENGAGED FROM DEVELOPMENT?
13.1 Have deans negotiated disengagement?
No
Yes
13.2 Have new lines of responsibility communication been defined?
No
Yes
13.3 Have all affected staff been oriented to new alignment?
No
Yes
13.4 Have all records and files been transferred?
No
Yes
14.0 HAS DEVELOPMENT PUT INTO OPERATION PROCEDURES FOR SUSTAINING DISENGAGED PROJECT?
14.1 Has development liaison person been named?
No
Yes

SECTION 4: SIGNIFICANCE OF THE CONTRIBUTION

During the evaluation and audit of one program (the EOP&S Program) at the college where he was serving as Director of Institutional Research and as the internal program evaluator, Mr. Kevin Galvin developed the two level campus-wide decision making model described in this paper. During the 1974-75 academic year, Mr. Galvin acquired firsthand knowledge of the program audit model being used by the Los Angeles County Office to assist all 95 districts and community colleges in Los Angeles County. He also knew of the program evaluation model that had recently been developed under an $800,000 grant to the California Evaluation Improvement Project.

Those two models were good as far as they went. They served to exemplify services that a county office or some other intermediate agency could provide to community colleges and other local educational agencies. But Mr. Galvin and others saw a clear need on the part of local community college leaders to create a larger, more inclusive decision making model that would be of maximum benefit to local community college administrators and program managers in assisting them in their attempt to solve two common on-campus problems:

1. How to make uncoordinated and sometimes erratically-run separate attempts at discrete program evaluations into a coordinated, sustained process that could automatically provide necessary management information and

2. how to install as a part of regular college operations those programs that had been evaluated as "promising" or "very promising."

In conclusion, a word of caution is in order. It is not claimed that the decision making model in its present form is a panacea for all the evaluation concerns in all American community colleges. However, it does seem clear that when Mr. Galvin built the model to solve the two basic problems which confront many administrators and many program managers he succeeded in constructing a model that is sufficiently generic that with only minor local adjustments, it could apply to most program evaluation situations in most community colleges.

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For a review of the literature and a listing of the most current titles and abstracts available on any topic, contact the Los Angeles County Education Resource Services (LANCERS) at (213) 922-6397 to request a search.

APPENDIX 1

AGREEMENT FOR EDUCATIONAL PROGRAM EVALUATION

AGREEMENT FOR EDUCATIONAL PROGRAM EVALUATION

Mr./Ms. _____, hereinafter also referred to as the program evaluator and EAST LOS ANGELES COMMUNITY COLLEGE, hereinafter also referred to as the College, mutually agree as follows:

WHEREAS, the program evaluator is involved in providing education program evaluation, hereinafter also referred to as project evaluation; and

WHEREAS, the College is in need of education program evaluation services of the _____ program.

The Project Evaluator shall perform evaluation services for said evaluation program, hereinafter also referred to as Project as follows:

1. SERVICES AND PRODUCTS TO BE PROVIDED BY PROGRAM EVALUATOR

   a. Provide Technical Assistance in developing a written Evaluation Plan

      The Project Evaluator will provide three copies of the Evaluation Plan in accordance with Paragraph 5 and 6 hereof.

   b. Conduct On-Site Visits

      The Project Evaluator will conduct on-site visits in order to become familiar with the Project's major components, to conduct interviews, to observe project administration, to conduct spot check of the project's progress, and to review the operational aspects of the various project components.

   c. Periodic Progress Report Meetings

      The Project Evaluator will hold periodic progress report meetings with the Project Director, as required, in order to assure open communication and to discuss recommendations.

2. PROJECT PERSONNEL

   a. Personnel who will take part in the conduct of the program evaluation are described in the resume(s). Said resume(s) are attached to this agreement and made a part of the agreement as though written into the body of the agreement. Any changes in assigned staff will be contingent upon approval of the Project Director and Coordinator of Research and Evaluation.

Assigned personnel will be:

1. Mr./Ms._____ Program Evaluator

2. Mr./Ms._____

3. FACILITIES AND SERVICES TO BE PROVIDED BY THE COLLEGE

a. The College will permit the use of office and/or conference room space with appropriate writing surfaces to facilitate completion of any paper work while conducting on-site visitation.

b. The College will provide the following documents during the first week of the agreement period:

1) Federal Regulations

2) Guidelines and Policy Statements of the College

3) Complete Project proposal

4) Pertinent correspondence between the College and the funding agency

5) Copy of contract between the College and any other technical assistance source affecting the Project and the Program Evaluation.

6) All other reports and documents developed during the Project will also be made available.

4. PROGRAM EVALUATION

Specific sampling techniques will be utilized to complete the program evaluation. These techniques and related activities will be described in the Evaluation Plan and made part of this agreement as though written in detail into the body of the agreement.

5. SCHEDULING SPECIFICATIONS

a. The Project Evaluator shall complete major activities of the project evaluation, including the completion and delivery of reports, according to the following schedule.

1) Critique Evaluation Design by _____.

2) Complete Evaluation Plan by _____.

3) Complete Interim Report by _____.

4) Complete Final Report _____.

b. Unless otherwise mutually agreed, any delays by the College in furnishing required information to the Project Evaluator will authorize the the Project Evaluator to make equivalent adjustment in the evaluation.

c. The conduct of all on-site evaluation activities will be approved by Project Director prior to actually carrying out the activities. The Projector Evaluator will spend at least two (2) days on site to observe and become familiar with the major Project components and related activities. The Project Evaluator will request authority to conduct on-site visits five working days prior to the desired date. Approval or rejection of such requests must be made at least two days prior to the scheduled on-site visit.

6. EVALUATION REPORTS

a. All preliminary drafts and final reports of evaluation activities and findings will be presented directly to the Coordinator of Research and Evaluation and the responsible Dean. Any subsequent release to other individuals, firms, or agencies shall be approved by the responsible Dean.

b. Five (5) copies of each report will be delivered to the responsible Dean.

c. The Project Evaluator will hold periodic progress report meetings with the Project Director, Coordinator of Research and Evaluation, and the responsible Dean in accordance with Paragraph 5 hereof.

d. Evaluation reports will include, but are not limited to, the following contents:

1) Introductory and general comments concerning the scope of the project evaluation and the findings of the project evaluation.

2) Detailed critique of the comprehensive evaluation conducted, by component, based on an assessment of the instruments used, data collection, data analysis, and data analysis presentation procedures.

3) Description of the Project Evaluator's on-site findings and reports on a component-by-component basis, summary of consistencies and discrepancies, and interpretation of the discrepancies.

4) Recommendations for revisions in the evaluation design including a rationale for each recommendation. Since the Project Evaluator's objectivity can be retained only if the selection of a specific corrective action is a local decision, the Project Evaluator will provide recommendations posing alternative actions or possible sources of assistance to the Project in correcting the deficiency.

5) Confirmation or questioning of the need for program modifications which have been proposed as a result of Project evaluation.

e. The Project Evaluator will be responsible for the preparation and certification of all reports provided to the College.

7. ASSURANCE OF CONFIDENTIALITY

a. Any need by the Project Evaluator to have access to specific documents or persons will be made known to the Project Director. Such requests are expected to include only those items outlined in the OE, "Outline of Education Program Auditing Procedures," and only to be from those persons directly involved in the Project.

All information and findings related to the Evaluation will be held in strictest confidence by the Project Evaluator. Any nonconfidential publicity, journal articles, or other printed matter of a dissemination nature which may be developed during the contract period will be presented to the College President or his designated representative for concurrence and approval prior to publication or release by the Project Evaluator.

8. PAYMENT SCHEDULE

a. Upon completion and delivery of the required reports, the College shall pay to the Project Evaluator the sum of _____ within ten (10) days of receipt of an itemized invoice. Payment to be made as follows:

Evaluation Plan	$
Interim Report	$
Final Report	$

b. For each major report component evaluation required in accordance with Paragraph 6(D), which is not included in evaluation report, 50 % of the payment due upon the submission of that report shall be withheld until the report is completed.

c. For each week that the final report is overdue in submission, 10 % shall be deducted from the total payment amount.

9. INDEPENDENT CONTRACTOR

While performing services as contemplated by this agreement, Project Evaluator is an independent Contractor and not an officer, agent or employee of the College.

10. HOLD HARMLESS

a. Project Evaluator agrees to maintain adequate workmen's compensation and liability insurance and to hold District harmless and to indemnify the College from every claim, demand, or liability which may be made by reason of:

1) Any injury to a person or property sustained by Project Evaluator or by any person, firm, or corporation employed directly or indirectly by the Project Evaluator upon or in connection with the work called for in this agreement, however, caused; and

2) Any injury to a person or property sustained by any person firm or corporation caused by any act, neglect, default, or omission of the College, upon or in connection with the work covered by this agreement, whether the said injury or damage occurs upon or adjacent to the work; and

3) Project Evaluator, at its own risk shall defend any and all actions, suits or other proceedings, that may be brought or instituted against the District on any such claim demand or legal proceedings or result thereof.

11. STANDARD OF WORK

The Contractor agrees that all work will be performed in accordance with the highest professional standards.

12. DURATION OF AGREEMENT

This agreement shall be in full force and effect upon execution. This agreement shall be subject to amendment and/or termination by mutual consent of the parties, in writing, in which event both parties shall be discharged from all obligations hereunder, except those obligations for reimbursement as may be accrued but unpaid on the date of expiration.

This Agreement shall be in full force and effect through _____.

By _____ By _____

Title _____ Title _____

Date _____ Date _____

APPENDIX 2

SOME SAMPLE AUDIT PLAN PROGRAM OBJECTIVES

East Los Angeles College EOP&S Program

PROGRAM PERSONNEL RESPONSIBILITIES					AUDITOR RESPONSIBILITIES				
	TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
1.0	The Assistant Dean of Admissions	Will identify 1200 eligible EOP&S students	Assistant Dean's list of eligible EOP&S students	During the 1974-75 academic year - No later than August 30, 1975	Assistant Dean's list of eligible EOPS students	Jan. 15, 16, 1975 May 29, 30, 1975	Report degree of attainment of agreement	First Interim Final	February, 1975 July, 1975
5.0	Supervisor of Counselor Aides	Will provide peer counseling at the monthly orientation session with EOP&S students	Monthly orientation session minutes or attendance cards filled out by EOP&S students (kept in EOP&S Director's office)	Monthly	Monthly orientation session minutes or attendance cards filled out by EOP&S students (kept in EOP&S Director's office)	Jan. 15, 16, 1975 May 29, 30, 1975	Report degree of attainment of agreement	First Interim Final	February 1975 July 1975
6.0	Job Placement Coordinator	Will assign 55 work-study positions to the departments	The EOP&S director's list of assigned work-study positions plus departmental MBO sign off sheets, justifications for assignments, and time sheets (Kept in EOP&S Director's Office)	During the 1974-75 academic year - No later than August 30, 1975	The EOP&S director's list of assigned work-study positions plus departmental MBO sign off sheets, justifications for assignments, and time sheets (Kept in EOP&S Director's Office)	Jan 15, 16, 1975 May 29, 30, 1975	Report degree of attainment of agreement	First Interim Final	February 1975 July 1975
10.0	EOP&S Program Evaluator	Make on-site visit and write the final evaluation report	Final Evaluation Report which states the degree of attainment on objectives 1.0-8.0	May or June 1975	Final Evaluation Report	June 1975	Report degree of attainment of agreement	Final	July 1975